UTopia Refresher Training – Questions, Problems, Answers, Next Steps

Central High School
Room 111 – 9 a.m. – 3:00 p.m.
501 E. 3900 S.
Salt Lake City, UT
August 16, 2007

<u>Introductions:</u> Marty began the meeting with a welcome to those in attendance and introductions of the adult education staff. She explained a request that had been made from the State Office to the UTopia administrators to identify their most pressing issues and concerns but only four responses had been received giving the assumption that everything is going great. The next meeting like this one will be in the southern part of the state.

Marty explained the structure of the meeting: Toni would be leading the group through what has been happening, the UTopia administrator pushes, the latest changes in the program, the status on reports and addressing group issues and concerns. (Manuals were disseminated for those that requested them.)

UTopia's pushes, changes and what the State Office has been doing the last two weeks:

Toni began by reminding the group that UTopia feedback was necessary so that the bugs could be resolved. Toni explained a new version of UTopia dated August 14, 2007 had been pushed out with an email announcement to UTopia administrators with the following updated changes:

• Demographics Screen

• When the social security numbers were put in, a masked version was displayed and saved by the last four digits (XXXX) making invalid numbers. That problem has been resolved.

• Credit Screen

- o Students can be filtered by graduation credits, electives, and types, (such as GED).
- o The name of "high school credit" was changed to "transcript credit."
- o On the detailed screen, "the grade earned in" not only includes 9-12, but also includes adult education.
- o Made an addition of "save and add similar" if you have another credit, or the term "earned in" is required.
- O You get a red warning if you left out a mandatory field.
- o If you don't know the term a credit was originally issued, and it's in the first half of the year, select Term 1.

These should help speed up the entry of transcripts even though it's laborious.

• Scheduling Class

- o A lot of work was done on the scheduling class screen.
- o It is allowable to input past, current and future classes. You can add, edit, delete, and add students. The only portion that is not quite working is the "past-class." You can edit and create a class that started July 1st and ended July 31st, put students in it, but you cannot edit right now if you make typos. Toni said it will be working by this weekend and should resolve all the issues with classes.

• <u>Student Scheduling</u>

 Two new check boxes have been added in Student Scheduling. Because of the lag in data entry, past data needs to show. There is a check box in the upper

- portion of the screen. When checked, it will show all classes, including the ones that have ended.
- o On the lower portion of the screen is the second check box called "include exited classes" showing a student's schedule and all of the classes he exited.

• Student Class Grid

- o Two columns were added in the Student Class Grid Student-begin date in the class, and student-end date in the class.
- O Multiple discipline can be used for students studying more than one subject at the same time, thus "a lab" setting that is offered from the first date of the program to the last date of the program. Students' begin and end dates will specify the last time the students end. If a student came in seven times during a program year there is not room on the screen to put all seven exits. A report could be done showing a student's history of coming in and out of programs. A question was raised if there was room to show why he/she exited the class. (Clarification was made that the program was the district or CBO and the class was the subject being taught.)

• Instructional contact hours and attendance:

- O The attendance grid was fixed (if a student has already exited the class) to reflect the actual days the student was in the class, and the other cells will be "grade out." Toni walked them through an example. The group emphasized they did not want the student to disappear when they exited the class.
- o Toni indicated the USOE could log-in with a program, look at the actual student to see to the details and alleviate hours of getting to a problem.

• Students' Class Schedule Screen:

- O A question was raised that when the "unscheduled" button was clicked nothing happened, and Toni responded that when you go to edit a student's schedule screen, the section "unschedule" needs to be more detailed oriented because programs need to be able to unschedule and edit the schedule. It needs to have an "add, edit, and delete." Toni indicated it will be worked on to be made more powerful. Once that happens all the bugs should be worked out.
- Another question regarding manually starting a student in the future (no matter what date he/she is scheduled for) puts the starting of the class as an end-date.
 Toni responded that this problem is a known issue and the bug will be worked out.
- A question was raised about printing pages of reports separately and Toni said there is a report that prints a class schedule. She explained that later in the day they would be discussing what reports are necessary every day, how to prioritize, and how to print the right reports in the right order.
- When you have a concurrent student and choose to email the managing program to find out if you can have that student, UTopia will send an email to that program's UTopia Administrator and also carbon-copy back to you confirming the email was sent.

Toni concluded this section with the comment that she had demonstrated all the changes which have been worked on during the past two weeks.

July 20th Changes

Toni indicated that when you enroll a new student, if a *funding code* and a *labor status* of the student is not defined, UTopia will not let you do anything with that student's record.

Toni pulled up a new student (to use as an example for the day) effective July 1, 2007 and filled in the mandatory fields. While she was doing that, Marty explained there is a concern if telephone numbers are submitted as "1111" because the UTopia will not allow it. There are reasons for "real" numbers to be submitted:

- To use as contact information for students.
- If a student goes to another program, his/her information will be in UTopia.
- If you had to do a follow-up survey on a student without a social security number, you can still contact that student.

Marty said to encourage students to provide an actual number. Students in prison or a jail school office should use an actual office number for contact purposes.

Toni indicated it is planned that in UTopia a student's birthday and gender will default to be blank which drew favorable response. Toni reiterated the importance of setting the funding code through the process of entering a new student, and reminded everyone that red error messages are things to be corrected, and that yellow is warning information.

Toni indicated at certain times of the year, the funding code and the labor force status are blanked out. Attention was directed to Chapter 10, Chart 10.1.1.1 in regarding eight scenarios of Student Enrollment and funding code status which she reviewed with the group. Toni said to remember that whenever a student leaves the program the funding code is blanked out. Using the new enrolled student as an example, she exited the student and showed how to re-enroll and re-set the funding code again. (The labor force status stayed the same when the student had exited.) On July 1, 2008 Toni said there will be a report that shows which students need their funding codes set so programs can re-set them quickly.

How to record achievement of goals

Toni addressed a question about a student who had exited for a number of reasons and UTopia automatically showed the student had earned a diploma and "achieved" his/her goals when he/she had not. Toni indicated she was aware of the problem; and walked the group through the scenario on the screen. It was determined that the question showed it was a "goal history" and had everyone refer to their manuals.

Attention was directed to Chart 12.9.1.1, "Methods of Marking Core Goals as Achieved" – with the following explanation from Toni: "If the goal is Advance My Educational Functional Level UTopia marks that as achieved. The first time you enter test that indicates the student got a level gain, UTopia takes the date of that test, slaps that on the goal as the achieved date, and puts the goal as achieved in the goal history so that it would put it on the right-hand side of the screen and change the goal (short term or long term) to none because the goal was already achieved. If it was the goal of gain employment or retain/improve employment, UTopia doesn't mark this, programs don't mark it, there is no place on the screen to mark it, it will be marked by surveys and data match and then when data match updates the students' record it will appear in the goal history on the right."

Backtracking

Reference was made to changes made on July 19th.

Toni indicated programs can search for a student with extra criteria in another ID field which is a number you can use. It's a field for programs to use to track data that we don't tract at the State Office of Education. Some programs use it for the Utah State prison number.

Discussion revolved around the need for Southpark to check basic credit history for reference only prior to enrolling a student. Marty indicated this issue will be taken under advisement. Granite also felt it would be helpful to them prior to filling out an SEOP.

Break

Reports

Toni asked how many reports had been run and received several responses. She explained programs could actually get to all the report categories by clicking on "class items."

Reports can be run by class for all students in a class or for separate students. Five different reports can be run. CXV (askie text), XLS (excel spreadsheet), PDF (read only) and HTMO (web based). Each type of report has its limitations and benefits.

All of our reports will be available in PDF format. PDF takes a snapshot (graphic image) so that "what you see is what you will get." We will also try to make reports available in XLS format so that you can download the report, sort the rows and do some tweaking. This will allow you to change things around and create other reports. Be aware that different printers will change how the report looks when it is in XLS format.

The first time the report is generated it will take a long time because it is being cached in your computer's memory. The next time the report is run the computer will bring it up faster and in a separate window so you can still have UTopia running the background. The progression status bar will show that it is still running.

There was a question regarding a need for a teacher who wanted a list of students in a class on one page. The report lists each student on a separate page. A way to run a list this way (listing students in a class) is on Toni's list of items to create (work on) for UTopia. Toni referred to Chapter 20 (page 293-20.6) in the user guide (the report section), where the category of the report, the report name and description are listed.

Both a report of classes at your site and one that lists student schedules can run. There was discussion regarding the naming of reports. Some felt the names did not reflect the information on the reports. It was decided that the names of the reports will be addressed and possibly changed to reflect more accurately information given in the report.

Reports currently have UTopia printed large at the top, while program names are small. It was requested that this be changed and the program name be larger at the top. A decision was made to put UTopia in the footer so the program name could be larger at the top.

Toni demonstrated how to find information in the on-line UTopia manual. If you click on the item you want in the table of contents UTopia it will jump to that page. This makes the on-line UTopia manual faster.

How to search and enlarge the reports was shown. If you run a report and it comes up blank it is usually because you don't have Adobe Reader installed.

Two credit reports are defined, official transcript is one. If a student has exited your program their information is available for a new program.

Additional report suggestions: A report that gives a list of inactive students in a pull-down menu ranging from 30, 45, 60, to 90 inactive days, showing why a student exited a class.

Marty said all reports will be blanked out at midnight by June 30th and everything shuts down. You still can enter your end-of-the-year data until July 15th and then you're "closed out" for the previous year. Programs asked for a report that allowed everyone to see all the end-of-the-year statuses (funding code, labor status, etc.) for their program so that you will know what needs to be updated when the student returns.

Marty asked if there were any other reports in mind that were not listed in Chapter 20. In answer to a question, Marty referred the group to Page 294 that showed credit history by class, teachers, etc. She said there is a report forthcoming that lists all the students by names in their classes.

What has to be maintained for the Auditors:

Programs must maintain test protocols and student release of information waiver sheets in student files for auditing processes. Anything you have used for transcripts (college class, apprenticeship license, work verification) backup documentation to prove that it was legitimate is expected. When asked how long Marty responded "perpetuity in their file," and the reason being is if somebody asks about credit, and how did he/she get that diploma, the program has to be able to substantiate the questions. If they have a GED and they use the GED as credit, they also have to maintain that certificate in the student's file.

A question was raised about the system being available. Toni said the computer is backed-up every night. Marty said at the end of the fiscal year the data is "locked" and cannot be accessed. Routing of the data was explained that once it is utilized by the auditors in the districts/CBOs there might be a time a request is made for a particular student's file to be pulled up on the UTopia screen showing all their backup data and credit information. The request could involve a review of credit on a workup sheet, all the required data for a graduate, whether they have been tested, whether the locator has been given, what the raw scores are, converting them to scale score, or what the scale score is equivalent to on UTopia to validate the data matches.

Marty said that TABE Locater Tests will be built into UTopia. Programs need to make sure a Locator Test is given before establishing which test form to give the student. There was a question about keeping a demographic sheet for each student. Marty said programs did not need it because SEOP should be kept in the student's file with the signed waiver.

A question was asked about the signed waiver and attention was directed to Chapter 12. The waiver sheet itself has to be signed by the student; if they choose not to sign it is their prerogative. It was clarified that the only thing a student needed to do was sign it; they didn't need to fill in the SEOP. Marty said some people are using the hard document of the SEOP as an enrollment card so they can start the data entry process, and when the SEOP is populated the assessment history will be there.

Marty emphasized when you have data-entered the intake information into UTopia, then go to an SEOP report and it will self-populate with everything except the student's signature. You still have to attaché the signed waiver to the SEOP form.

Marty said the signed waiver is important in the releasing of information to other agencies basically for data matching purposes.

A question was asked about when the SEOP form is populated and printed out, will it have a spot for the student to sign off right there and Marty answered yes.

A question was asked if it was possible to include a student phone number on the drop down and Toni answered yes.

Webmaster

Marty explained that Toni is a full time programmer for adult education while and another programmer was contracted to work additional hours spending 25-50 hours a weekend working for us so we are moving as quickly as we can to produce reports.

Toni has been very gracious to field the questions as you call them into her, but rather than doing that, please work with your UTopia administrator and have your administrator email the webmaster. The webmaster is one of our staff. We check the webmaster link every 15-20 minutes and if there is a question we cannot answer we check with each other and solve it together to provide an answer to your questions.

Granite made acknowledgment to Toni how much they appreciated her and indicated how thrilled they were for her hard work and efforts.

How the TABE Testing works

Comment was made that there were some students frustrated over being asked to re-take the entire TABE every year. A program started using TABE 9-10 2004, and asked if there was any way they could go back and use a version older than two months. Marty's response was negative and gave the following explanation.

Marty explained when we started UTopia this year we assumed no student had a pre-test. An email was sent to all the UTopia administrators saying if the student had a full assessment administered in May or June of 2007 including a Locator Test, and either a Full Battery or a Full Survey, then that serves as a pre-test for the fiscal year that we are in now. The same process will be in place for the following years as well. However, once you have established your pre-test, the only area you really have to post-test in for the balance of the year after your 60 instructional contact hours is the EFL area. If the Entering Functional Level is reading or focus area then only reading is the area you need to post-test in until you come to the end of the year. At the end of the year you do not have to do a new Locator Test. You are going to use your best professional judgment to determine whether you go up a test difficulty level or down a level, but you still have to be able to do a Full Survey again to establish the student's Entering Functioning Level for the new fiscal year. That is why you have to do it. May and June full assessments will serve as the as the final post-test for level gains, and the new pre-test for the new fiscal year.

The same thing will hold for next year. If you get a student that comes in March, you want to make sure they have 60 instructional hours by May or June so you can post-test with a Full Survey establishing a new Entering Functional Level for the next year by which to determine level gains for the year. If they don't have 60 instructional hours and the student continues across fiscal years you're still fine, but when a student gets 60 instructional hours after your program starts, then you would post-test again using a Full Survey without a Locator Test, and establish his/her Entering Functioning Level for the fiscal year.

A question was asked if all the counselors and administrators know at the beginning of the year they need to test everyone again; Marty responded they have been told and it is also indicated in the Policy Manual under Tab A-Assessment Policy.

A concern was raised regarding students who completed their required graduation requirements through a multi-disciplinary learning center in June and there was no place to go in July. At that point a phone campaign was started to get them back in to post-test. Some came back and others didn't. Marty indicated there were two pieces to the question/concern that needed clarification and she would do it after lunch.

Lunch

Upon returning, introductions were made and where individuals were from at the request of one of the participants attending UTopia's review.

Initial Program

Marty explained the initial program is when a student comes in and only has 12 contact hours (instructional and non-instructional) he/she is considered a participant. He/she moved along continuing in the program, May and June come, June 30th and July 1st is an artificial line. If he/she continues and maintains that enrollee status, the hours for testing follow. So if he/she is tested in March and July with only 40 instructional clock hours and keeps going until he/she reaches 60 hours in the new year, then you test him again. At the same time (- the July 1 artificial line starts -) your new contact hours for your funding formula for the ensuing school year begin. You have to think of it in two different activities. One is funding and one is programmatic. The instruction hours from testing keep right on going, the instruction contact hours from what you get paid on stop June 30th and start on July 1.

Outcomes: Whatever happens on June 30th of the program year become your program's outcomes for the program year. If you do not have enough testing hours to measure level gains come June 30th your level gains cease. You don't test in July for level gains in June. All data for the previous fiscal year (July to June) must be entered into UTopia by July 15th

GED Scenario

The student took the GED either in March, April, May, or June, of this fiscal year. Come the new fiscal year you have until the end of July 15th to get the data "back in." We can get that data because we do the GED data match.

A question was raised to clarify if a student just had a few hours to finish his diploma in July then would his enrollee status continue on and the answer was "yes" on a state level. For national reporting purposes, the student would be "looked at" as of July 1st (the artificial line) as participants for NRS reports until they have 12 contact hours.

If you have a student that exited during a fiscal year by his/her choice, (or because of the 90 day inactivity rule) come the new year you have to test them. They start as a participant again until they have those 12 contact hours. Jeff interjected also that for the student that gets their GED in July, you will get credit on the funding formula during that next fiscal year. The cut off line to the feds is June 30th midnight.

Additional discussion and clarification regarding enrollee and GED status

In order to take the GED and get credit for it, the student has to have enrollee status. Once he/she is an enrollee for the initial year, maintains or starts right now, ends in September, comes back in January, had 12 hours initially in this program year, he/she remains in enrollee status for the program. If it is June 30th and the students leaves, you separate him/her, or 90 days inactivity occurs crossing that fiscal year, then he/she is a

participant until he/she has those 12 hours, a new pre-test, a new Entering Functioning Level and an ESOP established.

- Toni asked wasn't the question the following? "What if July 1st comes and he becomes a participant again and takes the GED in the new year but he doesn't have the 12 hours?" Marty's response was that the student was only a participant and the program would not be able to count the GED.
- If the student was an enrollee at the time that the GED occurred than the program can count it and the GED would be entered by a data match. It would be pulled up as who had enrollee status and when the GED was awarded.

Overrule UTopia for this year only

• Toni explained programs that gave students a test in May or June 2007 and it technically rolled over into this year, but UTopia didn't do that on June 30th because UTopia wasn't up and running. So programs entering the tests for this new year must put the date as the first day of your program even though the test was really given the May or June 2007 test and they are ready a week later to take the post-test. The 60 hours haven't accumulated. Toni asked whether or not this was the situation with the group.

She emphasized for this year (and this year only) we have created a new "permission" and it's not listed on the permission screen that says, "*This UTopia administrator for this program can enter any test regardless the number of hours accumulated.*" Allowing the May/June 2007 tests to be manually entered.

Continued additional discussion and clarification regarding enrollee and GED status

- A question was raised as how to record a student who took part of the GED, quit school
 and showed up in August. The response was if the student was an enrollee in May and
 June, if his/her attendance could be verified, the demographics needed to be entered into
 UTopia, and his/her diploma and GED needed to be marked "achieved." The state would
 have to know who the individual was, and they credit the student outcome to the
 program.
- A program summarized a situation where a lot of people will walk in the door for the first time and show the staff a transcript and a GED certificate and asked if their program was out of luck. Toni responded they could mark the GED as achieved on the SEOP screen before the student came into the program with an earlier date without obtaining a GED goal. Marty said then the student would have to meet an enrollee status for the program in order to issue him/her a diploma to receive the outcome.
- South Park asked if they let students challenge the GED and they passed, does the program get any credit. (Challenge meaning taking the test in the prison without being enrolled in class.) Marty explained unless they are enrolled in the program meeting enrollee status you cannot count a GED. If the student passes all five sections and it can be verified, the program can transcript it into a student's record.
- A program explained they had a student who had done 60+ hours, had level gains; earned five credits, and graduate and wanted to know if they had to enter credit transcripts for them to up in UTopia. Marty explained there is nothing that says you have to transcript anything but it makes it really difficult to do paper work down the road. Toni directed

attention to the SEOP screen indicating that is where you mark the student obtained the GED or diploma.

- O The SEOP screen is the screen where you mark if a student obtained a GED or diploma. You can enter that a GED was received by January 1, 2001 if that is the case, before the student even came into the program. There was a question asked if a program doesn't transcript the student's credit are they still a graduate? The answer is yes the student is still a graduate and yes you still get the count. However, the outcome must be verified by the auditor.
- o Marty said students with outcomes in UTopia don't "disappear." Their record does not go away just because they got the GED/diploma. The program still has 90 days to do the transcript, at that point they will be separated for inactivity. Can programs go back into transcript the outcome after those 90 days of inactivity? Toni said, "If the student has been separated, they have to be re-enrolled in the program again and then separated after the transcription is complete."
- A question was asked if there was any difference in funding between instructional or non-instructional contact hours and the answer was no that they are both combined together. Toni indicated there are four categories of non-instructional hours: assessment, counseling, orientation, and SEOP. She said an enrollee status is based on either instructional or non-instructional contact hours. Marty explained if you use all 12 hours to do your intake, your SEOP, or testing and there is no academic instruction, you have "0" academic instructional hours towards your 60 hours needed for your next test. It should be a career development or enhancement class.

Toni will email to UTopia administrators the legal-sized spread sheet of the details of all the reports listing the fields, what you sort by, etc. because it was left out of Chapter 20 of the User Guide, and then they can all see if the report is in the format they need. If not please email or fax the webmaster of any existing reports you have so we can actually see if we can make one that looks like it.

The transcript workup

Toni showed the "workup sheet" indicating it had been condensed so it could be seen while working on the credit screen. It showed the graduation requirements for the year, what is required, what the student has received, and the balance. The following issues were addressed:

- It was suggested to take the total of the "9" off at the bottom of the CTE extra in the right-hand corner.
- Credit Screen You go to input a credit of category CTE and UTopia will do a check
 and say only one is required and automatically places extra credits into the elective
 area for a decision. After discussing other scenarios it was decided to keep this
 feature.
- A question was asked why Health Education and Adult Education became a one-credit class while the rest of the state's K-12 is ½ credit class. Marty explained while Board Rules are being repealed, rewritten, and going to the Board for approval shortly, it was felt it would be appropriate at this time to increase the standards of health education (integrity, and competency) for adult learners who have specific adult needs. She said they tried to focus on what was needed for an adult learner, and look at what would make them a better citizen, a better community member, a better employee, and all the positive issues to make them better adults.
- The South Park staff indicated they do not want their names to show on the transcript workup sheets (numbers will work) due to security issues.

Issues on the official transcript

- There is a problem with the official transcript listing the college credits before they are ratioed out. (Toni said the bug was fixed at the top of the screen but the report was not fixed yet.)
- When adult education credit is issued from the adult education class, there needs to be a space to indicate the issuing teacher.
- A question was asked if GED should show on the official transcript report. Toni said it
 could say Language Arts Competency but they would come back to it for an official
 decision from Marty.
- A report was printed and showed *grade 10*, *grade 11*, *grade 12*, *grade 9*, and then "error." Toni explained they changed high school type credit to be worded high school and adult education transcript credit." This report is still looking for any credit of "type" high school and Toni has not been able to get to it to make any changes. The correct wording should be 9th, 10th, 11th, 12th grade, adult education and college.
- If you don't want GED printed on an official transcript report, it will actually say "Language Arts Competency." Toni said she could make two transcript reports available and a request was made to have them accessed in the pull-down mode. A request was made to have the name of the school spelled out on the workup as well as the official transcript instead of the 8-digit source.
- A question was asked where to file PE and the response was to file under Healthy Lifestyle.
- Toni will see if she can add a column that shows the name of the school, where the student came from and credit types such as AED, transcript 9, transcript 10, etc., initials of staff.

Break

Toni directed attention to her drawing to help clarify things. She indicated this week staff had found out it was difficult for everyone to do double-entry, legacy systems, and old systems, into UTopia. Basically you have to identify all the things that need to be tracked outside the scope of UTopia. UTopia's scope includes student information staff information, class information demographics, tests attendance, classes being taught, etc. Toni named numerous other things indicating that they cannot ever be put into UTopia because "UTopia can't be a UTopia for everything."

Toni's goal is to have programs only data entry the things in their old systems or other systems that UTopia will never track, and input into UTopia the information that UTopia needs. She emphasized programs shouldn't have to keep student demographic information current in two systems. Any time you start storing data in two databases it just causes errors. She suggested working on a program by program basis to figure out how data can be dumped in collection needs.

Marty reiterated that the more programs use UTopia the better off they will be. She apologized they had to double-data entry for awhile, but the more they work with UTopia and push out

reports the more comfortable they will be. Marty reminded every one that adult education does not support community education and if a program had a database that did both right now, UTopia did not do that and they would have to find something else for community education.

Comment was made that other states were looking at Utah's UTopia program. Toni indicated that USOE has the copywrite to the UTopia code. Toni suggested with the time left she could log into individual programs and deal with the various issues people had or continue to answer questions.

Ouestions:

- Q. If a class is set up and half-way through the new year and a teacher has to be replaced, can it be done without having to make a new class, a new start date, and re-enroll everyone?
- A. Toni directed everyone to the Class Scheduling Screen and to the "edit" button to the right of the class. She indicated work had been done on this screen regarding "bugs" on classes that had ended, current classes and future classes. She said everyone should be able to "add, edit and delete" all of them. She warned they may not be completely flawless as yet.

She went to a class going on right now that began July 2nd and ending September 8th (AP Biology). The edit button appeared, Toni changed the teacher to Marty Kelly, clicked on "save" and the edit was completed. (UTopia responded to the steps that are now in there.)

- Q. If there are team-teachers can you put their initials and a slash to continue the next initials?
- A A response was "no" only one teacher's name per class.
- Q. There are not enough documentation/resources to fill in the mandatory fields.
- A. Toni indicated in meetings this week it was determined that some of the information is already on the hard copy in the student's folder, "Why make data entry "harder?" Also, (in regard to transcripting high school adult education or college credit from another source) instead of having "date credit earned" it was determined to have "year credit earned."
- Q. At this point a program is still unable to schedule students in class for July. (The class was over.)
- A. Toni logged into Granite Peak's UTopia to log a student into Taylorsville but was unable to enter him. Comment was made that only the sites that are currently in session are showing.

Marty indicated a lot of questions were handed out which UTopia administrators had talked about. She asked if all the questions regarding transcripts had been answered, and chapters 15, 16 and 17 regarding reports.

- Q. How long before we don't have to put the state, city, and zip code on the reports?
- A. Toni responded she would see if it could be accomplished this weekend.

Issues

Marty assessed that entering any transcript on a student is difficult and it takes time. She inquired as to any ideas or suggestions that might help expedite a transcript and received various responses and issues:

- A computer technology class, which is a required class, went up under CTE and a health class went under PE instead of health. There were similar additional problems and Marty requested the information be faxed to her to look at.
- A request was made for a short-cut key on the keyboard on the transcript screen. Toni responded that a web-based program does not remember what program you are on even after leaving your screen for one minute. (She suggested the time could be lengthened.)
- There was a question regarding scheduling when a person was transferred from the left side and put in the class, his name slipped to the top. Toni indicated she will put a filter in and inquired if it should be by finding code.
- On the Class Scheduling screen it was decided to use the instructor's initial for his first name and full last name. It would leave room to add a "period and time" column.
- There was a request to change special education to 21 and under.
- The group was told to check for duplicate names during the UTopia transition.
- To do a search, the first sort order is by last name, and the next is by first name. A good "Rule of Thumb" for a search is to start with only one or two fields at first. In the manual there is a flow-chart that shows what UTopia does (page 83).

Toni emphasized to the group that when they enroll a student for the first time to take note of the date before they click "yes" because everything will always default to this specific date. She explained they are considering changing the date to a "no-blank" because once a student is enrolled everything hinges on that date.

A question about surveying was asked, and Marty responded that the criteria for a student (if you are doing a survey) is found in Chapter 18, page 280. If the programs have social security numbers (51 percent of the total enrollees on the date that the student exits) you will be exempt from sending out surveys for that particular quarter. If you don't have 51 percent on that particular date that the student exited in when we call for surveys, then you will have to be surveying.

Toni explained with the first version of UTopia that went out they let programs data entry the test scores but people got confused about entering the raw score, the scale score, and if they entered an illegal score that was not in the range it totally threw off the way UTopia calculated Level Gains. Toni explained one way to enter these quickly when there is a long list, instead of scrolling just jump to the next screen, click in the empty space below the rectangle, it jumps to the next screen. (She showed them on their monitors)

Marty said our intent is to host a UTopia user group meeting on a monthly basis and is hoping to move it to the southern part of the state to draw some of the southern people up that haven't attended yet. The notes today will be summarized and put on the web under reports for anyone to access.

Toni pulled the User Guide up on-line explaining it was the July 2007 version and recommended everyone should use it. She showed the group how to go to the Table of Contents, click on a heading and page number (Computer Requirements) and it would take them straight to the section. Due to the table of contents being 10 pages long, any heading ends up being 10 pages ahead of the original page number in the table of contents.

For search capabilities, click on the binocular button. Marty and Toni had referred to Labor Status, typed in the name and it showed all the various places to locate it at. Whatever subject you need, click on Search, type in the subject and it will locate the topic.

Everyone was encouraged if they had questions, to work through their UTopia Administrator who will email the webmaster on the TABE. Language Mechanics is considered a diagnostic test; it is not used for computing level gains.

Marty thanked everyone for attending, and told them if they needed a manual to take it, if not please leave it. There will be updated versions on the web as they become available. If you have questions, work through your UTopia administrators and have your UTopia administrators email the webmaster.